

BOARD OF PUBLIC EDUCATION/OFFICE OF PUBLIC INSTRUCTION
CHAPTER 55 JOINT TASK FORCE
APRIL 16, 2010

Individual Activity 1A: When I think of the current accreditation process, I'm most concerned about ...

Accreditation Process	<ul style="list-style-type: none"> • That accreditation process ensures that <u>all</u> students are successful in the public education process. • Low performing schools are assisted in the accreditation process, not hindered by it. • We don't add more "red tape" to building level administrators. • Keep the Fall Report and process simple! Rigid Numbers; i.e., class size when there are one year anomalies, for example. • One size fits all mind set. A small Class C school will have to do things differently than an AA district. • No option to do things like different types of diplomas. (Maybe it is there, we just don't know it.) • Perhaps there could be various types of accreditation: Lower level = Lower standards, less flexibility Higher level = High standards, more flexibility • Establish a "Board of Appeals" that would assess appeals to shift personnel to match the individual district's unique and perceived needs (i.e., reducing ½ FTE Librarian to ½ FTE Counseling). 	
School Counselors / Librarians	<ul style="list-style-type: none"> • Administrative Rule 710 - Assignment of counseling staff – FTE 1 counselor for every 400 students. • Administrative Rule 709 – FTE Library Media Services 1 FTE for Schools with 251-500 students - I would like to see it match the administrative standard of 1 – FTE for schools of 250-550 OR be something completely different. • School Counselors should have been teachers first. Education degree should be a requirement for guidance counselor. 	
Indian Education for All	<ul style="list-style-type: none"> • Indian Education For All – This is a state law that every school district must abide by – are they in compliance? 	

Parent/Community Involvement	<ul style="list-style-type: none"> • Parent and community involvement/engagement. • Parents navigating complicated process 	
Continuous Improvement	<ul style="list-style-type: none"> • Five-Year Comprehensive Plan • The overall ability to review and validate the continuous improvement process. Will schools simply work to really continuously improve or simply try to keep off the deficiency status? • Where will the 21st Century Skills be part of the continuous improvement plan? • How can we measure this and work with schools so that they understand how these skills are an integral part of the curriculum? 	
Professional Development	<ul style="list-style-type: none"> • Assistance – professional development to meet high standards • Clearly define changes so that implementation across the state is standard. • More training needed (10.55.714) for trustees of small schools to adopt a professional development plan. • Helping role versus hammer-wielding role • Unsure clear definitions are given for corrective plans. 	
Class Size	<ul style="list-style-type: none"> • Class sizes need to be maintained or decreased, especially Grade 5. • Class-size assignments; especially in Primary and Intermediate classrooms (Elem) • Rising class sizes – the transition between grade 2 and grade 3 especially. 	
Flexibility	<ul style="list-style-type: none"> • (Class load) (Elementary) (flexibility), Counselor load, Library • Flexibility – Several elementary teachers would become secondary if there were fewer hurdles. • Flexibility for all schools, but specifically small schools to meet standards. • Lack of individual problem solving • Critical thinking • Flexibility in assigning curriculum director to a district with about 100 FTE – i.e., allow sharing with other positions. • Flexibility with class size especially for declining enrollment districts in tight budget years. • Flexibility with staffing counselors in declining enrollment districts with tight budgets. 	

	<ul style="list-style-type: none"> • Flexibility with meeting standards at Alternative Schools with core subjects so that we are not offering the same high school program to students who have different needs. • Lack of flexibility that prevents creativity • Lack of flexibility 	
Student Standards	<ul style="list-style-type: none"> • Student college and career readiness • Establishing systems for common assessments to monitor student progress. • Establishing <u>career focus</u> and better <u>interface</u> with the Junior Colleges and Universities. • Add a “Service” requirement at the high school level. • The increase in what students need to know to be successful in life upon graduation – how can schools do it all? 	
Quality Educators	<ul style="list-style-type: none"> • Non-licensed teachers • Ability of schools to recruit/retain teachers • Science endorsements are too narrow • With math proficiency issues present across the state at several levels, should there be greater math requirements for teachers at Middle School and Elementary levels? (i.e., Is a K-8 endorsement providing enough background and expertise in math to teach math at high levels to Montana’s kids?) • The endorsement requirements for teachers in rural schools (What determines a highly qualified teacher?) • Alternative Endorsements – either temporary or auxiliary – to help alleviate difficulties in finding suitable teachers for certain classroom openings. • How small schools/districts can provide quality education to all students with lack of available staffing for > 1.0 FTE needed in many areas. • Hiring standards, teaching endorsements for teachers regarding special programs such as music and art. Classes are very important; hiring teachers is a hard thing to do! • The fact that substitutes employed up to 35 days do not have to hold a teaching degree. 	

Reporting	<ul style="list-style-type: none"> • Paperwork – Why do the same reports need to be completed? Some of the ADC report could be incorporated into AIM. • The letter concerning corrective plans should include more detail about what is needed and the process. • Alternative standards (the lack of information as to whether they will be accepted by the BPE). We have had conflicting statements over the last five years. • Time spent in redundant data entry! • That we seem to rely heavily on <u>more</u> documentation that requires more people-time – feeding the OPI machine resulting in less time dealing with students. • It seems contradictory to penalize schools who don't meet accreditation by withdrawing their funding. 	
Elements of Quality Education	<ul style="list-style-type: none"> • I am interested in moving from seat time to a different way of defining. • Units → micro units → performance based criteria • Maintaining quality instruction while allowing alternate ways to license. • Moving to recognizing areas of instruction that blend disciplines or are not currently an official area of certification. • Ways to recognize a combination of “traditional” classroom-based instruction with “experience-based” learning. • How we can hold schools more accountable for failure to meet accreditation standards. 	
Distance Learning	<ul style="list-style-type: none"> • 907 – Distance Learning – change the language that allows non-Montana licensed teachers from out of state to teach distance classes. • Digital Academy. It should never be a separate LEA. 	
Administrator Standards Update	<ul style="list-style-type: none"> • We need to review the standards for administrators. It doesn't reflect current reality, especially for large high schools. 	
Gifted and Talented	<ul style="list-style-type: none"> • 804 – Gifted and Talented needs to be expanded 	
Other	<ul style="list-style-type: none"> • Making sure that I am communicating with and involving everyone that I should be involving. 	

	<ul style="list-style-type: none">• ~~ Specifically, who should I be communicating with?• 2. Other than this – I am a rookie.• 3. ** More to come	
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